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EASi RtI™ General Information:

The Name: Electronic Access to Student Information (EASi).

Security: All EASi RtI™ information is confidential. The server uses Secure Socket Layer (SSL) technology to encrypt all information as it flows across the Internet. This is the same technology that online merchants and banks use to protect your credit card number and other sensitive information.

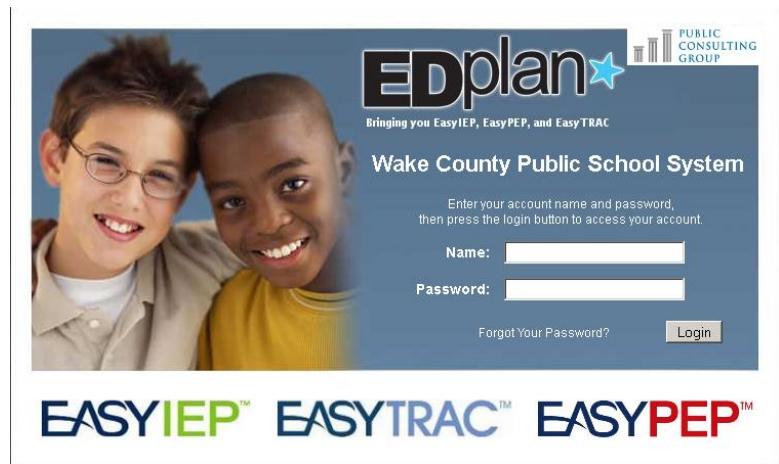
Please adhere to the following procedures to ensure security:

- **Do not give your account name or password to anyone.**
- **Do not write your password down where it can be seen by others.**
- **Do not save documents or reports to an unsecured computer.**
- **Always log off of EASi RtI™ and close your browser when you are finished.**

Note: Easy504™ will automatically log you out of the system after a period of inactivity.

Logging into the System:

- 1) Open up your web browser and enter in the WCPSS EasyIEP™ login URL:



<https://go8.pcgeducation.com/ncwcpss>.

- a. Or: access the site by going to the WCPSS Intranet page, click on Business Applications and then on the EASi link.
- b. Or: on the WCPSS Intranet page, go to Staff Links and click on the EASi link.
- 2) Enter your username - (First Name <space> Last Name), for example: "Susan Smith"-Exactly how your name is in Oracle.
- 3) Enter your password. **For users who have never logged into EASi, the initial password is the user's employee ID number. This should be changed the first time the user logs in.**
- 4) Click the "Login" button.

Note: Your username is not case sensitive but your password is.

Note: EASi RtI™ is a web-based system. You can gain access using your name and password through any Internet service provider on any computer with Internet access.

Changing Passwords and Updating Your Personal Information

The first time you login to EasiRtI™ you should change your password. Please click on the *How to choose a good password* hyperlink if you need help.

To change your password:



- 1) From the Main Menu – Click on the “My Info” tab.
- 2) Enter your current password.
- 3) Type your new password in both the password and password verification boxes.
 - a. Password complexity requirements:
 - i. Minimum of 8 characters
 - ii. At least one upper case character
 - iii. At least one lower case character
 - iv. At least one numeric character
 - v. At least one symbol (!,@,#,\$, etc)
- 4) Verify your e-mail address and phone numbers are correct.
- 5) Click the ‘Update the Database’ button.

One special feature of the system is the Forgot My Password Feature. This is very valuable if a user forgets his or her password. This will allow them to reset their password by following the process. To enable this process to work you must click the Set My Forgotten Password Question. This will take you to a screen that will allow you to set up the question.

Forgotten Password Questions for Walt Test

EasylEP™ enables you to request a temporary login if you should forget your password. To maintain data privacy, the system will require correct answers to your security questions in order to verify your identity for authentication. Use this page to create one or more questions and answers for the system to use in case you forget your password.

To complete this step, please enter a question and corresponding answer in the table below. Make sure to choose a question and answer that are easy for you to remember.

Examples of questions are:

- What street did you grow up on?
- What is your mother's maiden name?
- What was the name of your first pet?
- What was your high school mascot?

If you want to add only one question and corresponding answer:
Type the question and answer and click Update Question and Login.

To enter more than one question and answer:

Click Update the database, then add more questions and answers in the spaces provided. When you've entered all your questions and answers, click Update Question and Login.

The question and answer you enter will ensure that only you will have access to reset your password. The question (s) can only be seen by you and will be used only when validating your temporary login request.

Del	Question	Answer

Navigation: Easi RtI™ is menu bar driven with tabs along the top of the screen, which are used to navigate through the system. Clicking the different tabs moves the user to different parts of the database. End users will primarily use the Students tab to complete work.



Note: The appearance of the menu bar and some of the buttons in Easi RtI™ can vary depending on the type of computer you use as well as which browser. Regardless, the site still functions the same way. Another common layout is:



Saving Changes: After a change is made it is very important to click the 'Save and Continue' button at the bottom of each screen to save the changes. **Any information entered will be lost if the User forgets to click 'Save and Continue'.**

<< Back **Save** **Save and Continue >>**

Important Symbols:

	A help Icon. You can click on this to get more information about a particular field.
	Radial buttons. When you see this there are often several answers linked together in such a way that only one can be selected.
	A check box. This will allow you to select multiple answers for one question or occasionally indicate the completion of a task.
	Spell Check Icon. When filling out a text field, this icon will be placed in the bottom right corner. Once you have finished filling out the field, you can click this button and it will check the field for spelling errors.
	Calendar button. It is most frequently placed next to date fields. Clicking this button will open a calendar. When placed next to a date field, the User can select a date in the calendar, and that date will automatically fill in the date field in the proper format.
	Incomplete/Noncompliant 'X'. If a page has not been filled out to the proper standards, this red 'X' will appear next to the page title that needs to be addressed. In addition, for a page that is incomplete/noncompliant will show an error message explaining the issue it is finding. This message can be found in red at the top of the page.
	Indicates a required field that must be filled out.
	Indicates section is completed according to standard.

Message Board: To inform Public Consulting Group of any issue, we suggest that users send us a message via one of the following links on the EasyIEP™ Main Menu page:

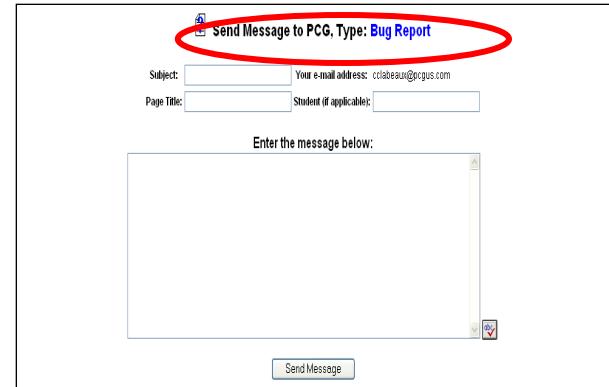
EasyIEP™ v 9.3 Message Board

Send us a message: [Question](#) / [Bug Report](#) / [Comment](#) / [Suggestion](#) / [My Messages](#)
[Review the License Agreement](#)

To send a Question, Bug Report, Comment or Suggestion:

- 1) Select which type of message you would like to send by clicking on the appropriate [blue](#) hyperlink.
- 2) Type the specific subject of your message in the [Subject](#) box.
- 3) Type your message to the text box.
- 4) Click once on the 'Send Message' button.

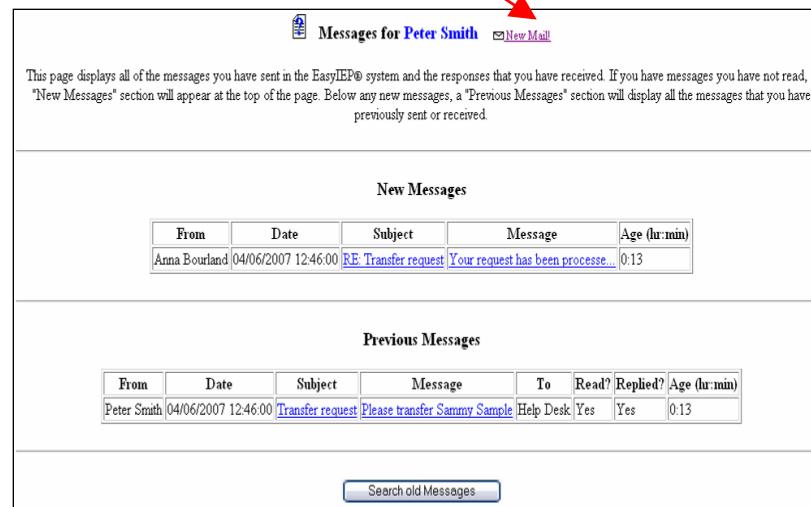
Once PCG responds to your message, you will receive an e-mail informing you that you have a new message in EasyIEP™. All messages and responses are sent internally within the system. Once you have received a reply, the '[New Mail](#)' icon will appear on your Main Menu screen next to the Message Board message options.



Accessing Your Messages:

To access your new message click on '[New Mail](#)' or '[My Messages](#)'. Choosing either link will direct users to the following screen, which displays *New Messages*, as well as stores a user's *Previous Messages*.

Once you have read all new messages, you will no longer see the '[New Mail](#)' icon on your Main Menu screen.



From	Date	Subject	Message	Age (hr:min)
Anna Bourland	04/06/2007 12:46:00	RE: Transfer request	Your request has been processed.	0:13

From	Date	Subject	Message	To	Read?	Replied?	Age (hr:min)
Peter Smith	04/06/2007 12:46:00	Transfer request	Please transfer Sammy Sample	Help Desk	Yes	Yes	0:13

Message of the Day:

Below the *Message Board* you will find the *Message of the Day*. This message is edited by your district's administrators and will alert you of any important information. Please check this message each time you log in to stay informed with district wide changes or updates.

Updating Parent Communication: This page is used to document any contact (letters, phone calls, meetings, etc.) between you and the Parents/Guardians or any non-parental contacts such as the Regular Education Teacher. This page is also used to record contacts initiated from the parent/guardian to the teachers or the district. If you add a contact, EasyIEP™ will link it to a document. Individuals do not need to be assigned to the student's team/s to be able to enter information in this section.

WCPSS EASi - Electronic Access to Student Information

Students | Student Profile | Personal | Private School | Eligibility | DEC 3 Process | LEP Process | Section 504 Process | Initial Delay Reason | LTS | New Assessments | Stud Log Out | Main Menu | Parent Communications | Parents/Student | Documents | IEP Team | IEP Process | LEP Data Entry | Transportation | Grades | FBA/BIP |

Adding Contacts:

- 1) From the main 'Contacts' page, click either the 'Add a Contact' or 'Add a Non-Parent Contact' button, as appropriate.



Del	Contacting Person	Person Contacted	Contact Method	Contact Date	Contact Result	Document	
<input type="checkbox"/>	Courtney Clabeaux	Mom Mom	Other	08/01/2012	Other	-none yet-	Details
<input type="checkbox"/>	Eng Teacher	Mom Mom	Other	08/06/2012	Parent contacted - meeting rescheduled	-none yet-	Details

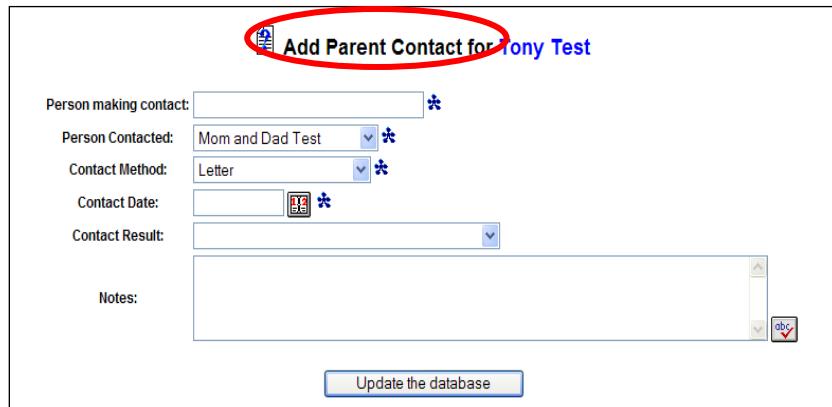
[Update the Database](#)

[Add a Contact](#)

- 2) Your name will automatically populate in the *Person Making Contact* text box. Type over your name to change this to another person.
- 3) Select *Person Contacted*, *Contact Method*, and *Contact Result* from the drop-down menus.
- 4) Enter the *Contact Date*.
- 5) Enter any necessary information in the *Notes* section.
- 6) Click the 'Update the Database' button.

Tips for this page:

- 1) Potential contacts must first be added to the student's "Team" page.
- 2) All information entered into the system will be part of the student's permanent record and can be requested by the parent or attorneys.



Add Parent Contact for Tony Test

Person making contact: *

Person Contacted: *

Contact Method: *

Contact Date: *

Contact Result:

Notes:

[Update the database](#)

Navigating to the RtI Page: Once you have logged in, you will be sent to the Main Menu Screen. Remember that the EasyIEP™ system is Student focused, so every data entry process you will do on the site will always start with the student. To navigate to the RtI Process, follow these steps:

WCPSS EASi - Electronic Access to Student Information

Students | Student Profile | Parents/Student | Grades | Teacher Notes | Section 504 Process | RtI Tier II Process | Health/Medical Screening
Log Out | Main Menu | Student PEP Process | Documents | Communications | LEP Process | FBA/BIP |

- 1) Click on the 'Students' Tab
- 2) Fill out the search criteria for the student you are going to be working with, then click 'View Students'.

Criteria for Selecting Students to View

Grade Level: All Grades 

School: All Schools 

Student Last Name: Exact Match  

Student First Name: Exact Match 

Student Middle Name: Exact Match 

Student ID: Exact Match 

Status: General Ed Special Ed Section 504 Referral
 Child Study IEP Section 504 Eligible
 Referral ISP Section 504 Plan
 Initial Eligibility or Current Reeval (not a future date) Discontinued LEP

Medicaid Status: Has Medicaid Number

LEP Code: 1 2 3 4

Sort List By: Student's Last Name 

View Students  

Advanced Student Search

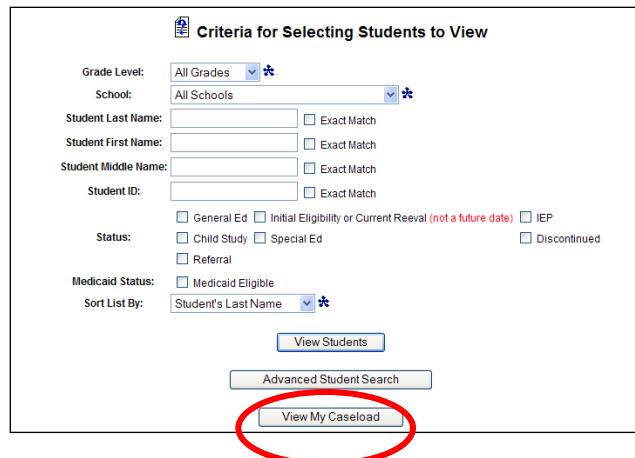
 **Select a Student**

School	Student ID	Lastname	First Name	Middle Name	Grade	Age	IEP CP	IEP DD	Dis	Last Elig	IEP End	IEP Case Manager	LEP Compliance	LEP Code	LEP Identification Date	LEP Case Manager	504 CP	C
TS2	RTITEST21	Test	Elizabeth	BunnRtI	01	14 Years	✓											✓
TS2	RTITEST22	Test	Elizabeth	BunnRtI	02	13 Years	✓										✓	
TS2	ELLATEST11	Test	Ella		06	10 Years	✓					Judy Williams					✓	
TS2	TST100051	Test	Ellen		07	14 Years	●	SI	07/20/2010								✓	
TS2	RTITEST1	Test	Emily	BunnRtI	01	14 Years	✓										✓	
TS2	RTITEST2	Test	Emily	BunnRtI	02	13 Years	✓										✓	
TST	ENGTEST	Test	Eng		10	13 Years	✓	OH				Carolyn Patton			12/01/2010	David Wehbie	5	
TS2	ENG108TEST	Test	Eng	10.8	03	6 Years	✓	LD	11/01/2012	12/03/2013							5	
TS2	ENG504BURKETEST	Test	Eng	504Burke	03	7 Years	✓										5	
TST	ENG504TEST2TEST	Test	Eng	504Test2	02	6 Years	✓					Teacher Becki					5	
TST	ENGAR504TEST	Test	Eng	AR504	06	8 Years	✓					Mary Tubilleja					✓	
TST	ENGLEPTEST	Test	Eng	LEP	01	12 Years	✓	LD	10/01/2012	10/11/2013	Teacher Becki		A		LEA Administrator	5		

3) The “Select a Student” page will then open containing a list of students who meet your search criteria. If your search criterion does not fit any of the students in our database you will receive an error message. Simply go back to the student search page and broaden your criteria. Once you are looking at the “Select a Student” list, simply click on the student’s name to access their information.

Viewing Caseloads:

Once you are assigned to a student’s RtI team you will have a ‘View My Caseload’ button that will take you directly to your entire caseload. Within two simple clicks you can enter a student record. Click the ‘View My Caseload’ button at the bottom of the Student Search page.



The form is titled "Criteria for Selecting Students to View". It includes fields for Grade Level (All Grades), School (All Schools), and various student identifiers (Last Name, First Name, Middle Name, ID). It also includes checkboxes for General Ed, Initial Eligibility or Current Reeval (not a future date), IEP, Child Study, Special Ed, Referral, and Discontinued. A Medicaid Status section is also present. The "View Students" button is at the bottom left, and the "View My Caseload" button is highlighted with a red oval at the bottom right.

RtI Tier II Process:

Once you have selected a student, notice that top navigation bar has changed. You may now access the selected student's information. Use the scroll bar to navigate to the right until you find their 'RtI Tier II Process' tab. Click on it.



WCPSS EASi - Electronic Access to Student Information

Eligibility | DEC 3 Process | LEP Process | Section 504 Process | Initial Delay Reason | LTS | New Assessments | Student Assignment | Teacher Notes | **RtI Tier II** | RtI Tier III
Documents | IEP Team | IEP Process | LEP Data Entry | Transportation | Grades | FBA/BIP | MDR | Health/Medical Screening | Other Custom Data | FIM

This will open the following page. You will now be able to create or update the student's RtI Tier II plan. We at PCG like to refer to our process as the TurboTax of student documentation. The steps are set up to be followed in order, and you will be notified as you go along if something is not quite right. Let's begin.

Create Tier II Team

- 1) The RtI Tier II team will need to be created for your student. If the student already has a Tier II Plan, you will be able to view his/her Tier II Case Manager on this page.
- 2) Choose a Tier II Case Manager from the dropdown.
- 3) To add school or district staff to the student's team, click 'Add Team Members'. Only team members can finalize documents or make changes to the plan.
- 4) To add a parent to the student's team, click 'Add Parent/Guardian/Other'

Tier II Planning for Erica Test

[Create Tier II Team](#) (circled in red)
[Tier II Planning](#)
[Create Tier II Plan](#)
[Tier II Progress Monitor](#)
[Tier II Plan Review](#)

Create Tier II Team for *Erica Test*

The student's team must have a person facilitating the Tier II plan from the dropdown list.

Tier II Case Manager 

[Add/Modify Team Members](#)

Tier II Planning

General Areas of Need:

A separate plan is created for each General Area of Need.

- 1) Click Add/Remove General Area of Need
- 2) Check boxes beside each Targeted General Area of Need
- 3) Click 'Save and Continue'
- 4) Now select the General Area of Need from dropdown

Specific Area of Need:

- 1) Click Add/Remove Specific Area of Need
- 2) Check boxes beside Specific Area of Need
- 3) Click 'Save and Continue'
- 4) Now select the Specific Area of Need from dropdown

Tier II Planning for Erica Test

[Create Tier II Team](#)
[Tier II Planning](#) (This link is circled in red)
[Create Tier II Plan](#)
[Tier II Progress Monitor](#)
[Tier II Plan Review](#)

Tier II Planning for Erica Test

Select General Area of Need and Specific Area of Need

General Area of Need	Literacy	←
Specific Area of Need	Phonological/Phonemic Awareness	←

[Add/Remove General Area\(s\) of Need](#) (This link is circled in red)
[Add/Remove Specific Area of Need](#) (This link is circled in red)

Add/Remove Specific Area(s) of Need for Erica Test

General Area of Need
General Area of Need Literacy

Add Specific Area(s) of Need

Prioritize Specific Areas of Need. Each checked area needs a Tier II Plan. For students with multiple areas of need, select the most foundational skill to work on.

Add Specific Area(s) of Need

<input type="checkbox"/> Fluency
<input type="checkbox"/> Phonics/Word Recognition
<input checked="" type="checkbox"/> Phonological/Phonemic Awareness
<input type="checkbox"/> Reading Comprehension
<input type="checkbox"/> Vocabulary
<input type="checkbox"/> Writing Conventions
<input type="checkbox"/> Writing Focus
<input type="checkbox"/> Writing Organization
<input type="checkbox"/> Writing Style
<input type="checkbox"/> Writing Support and Elaboration
<input type="checkbox"/> Literacy in History/Social Studies, Science, & Technical Subjects

Specific Skills:

 1) Click 'Add Specific Skill(s) from List.

Specific Skill(s)

Add Specific Skill(s) from List

 2) Check off the appropriate skill(s) and click 'Save & Continue'

Add Specific Skill(s) for Erica Test

General Area of Need and Specific Area of Need	
General Area of Need	Literacy
Specific Area of Need	Phonological/Phonemic Awareness

Select Specific Skill(s) from a List

Add Specific Skill(s)	
<input type="checkbox"/>	Demonstrate understanding of spoken word, syllables, onsets and rimes, rhymes
<input type="checkbox"/>	Demonstrate understanding of sounds (phonemes) including phoneme identification, isolation, segmentation, and blending


Interventions:

 1) Click 'Add Interventions from List'

Add / Remove Intervention(s)

No Interventions have been entered for this student.

Add Interventions from List

 2) Check off the appropriate intervention(s) and click 'Save & Continue'
 3) Enter in the Intervention Details for each intervention.
 4) Note: If you ever need to edit these details after they have been saved, click on the Details button beside the Intervention.

Add / Remove Intervention(s)

ID	Intervention	Session Length	Session Frequency	Begin Date	Review Date	Provider	Delivery Method	Details	Delete
520508	Elementary: Block It : push out block for each syllable	45 minute(s)	1 per week	08/01/2012	08/31/2012			Details <input type="checkbox"/>	<input type="checkbox"/>

Add Interventions from List

Intervention Details for for *Erica Test*

General Area of Need and Specific Area of Need

General Area of Need Literacy

Specific Area of Need Phonological/Phonemic Awareness

Intervention Details

Intervention Elementary: Block It : push out block for each syllable

Duration 45 minute(s)

Frequency 1 per week

Semester 1
 Semester 2
 Summer

Provider

Subject Area Teacher School Counselor
 Tutor/Mentor ESL Teacher
 Regular Education Teacher Other Provider: (specify role)
 Intervention Teacher

Delivery Method

After School Instruction/Tutorial Student Contract
 Seminar Daytime Small Group Instruction
 Alternative Course Supplemental Elective
 Lunchtime Instruction/Tutorial Intersession Instruction
 Before School Instruction/Tutorial During Core Instruction
 Student Conference Other Method: (specify)
 Computer Assisted Instruction

Begin Date 08/01/2012

Review Date 08/31/2012

Parent Supports:

- 1) Add parent supports to the plan as needed by clicking either 'Add Parent Supports from List' or 'Add Custom Parent Supports'. Depending on your specific area of need, there may be a list you can choose supports from. You can always create custom parent supports as needed. Remember, only add parent supports if it has been discussed with the parent and they have agreed to provide the support.

Add / Remove Parent Supports

No Parent Supports have been entered for this student.

[Add Parent Supports from List](#) [Add Custom Parent Supports](#)

- 2) If choosing from a list, check off the appropriate parent supports and click 'Save & Continue'. If entering a custom support, type your support in the text box and click 'Save & Continue'

Progress Monitoring Tool

- 1) Click 'Add Progress Monitoring Tools'

Add / Remove Progress Monitoring Tools

No Progress Monitoring Tools have been entered for this student.

[Add Progress Monitoring Tools](#)

- 2) Check off the appropriate Progress Monitoring Tool(s). For each tool, select an assessment area and score type from the dropdowns, then click 'Save & Continue'.

General Area of Need and Specific Area of Need	
General Area of Need	Literacy
Specific Area of Need	Phonological/Phonemic Awareness

Select Progress Monitoring Tool(s) from a List

Add	Progress Monitoring Tool(s)	Assessment Area	Score Type	Help
<input type="checkbox"/>	Phoneme Segmentation Fluency	<input type="button" value="▼"/>	<input type="button" value="▼"/>	?
<input type="checkbox"/>	CORE Phoneme Segmentation Test	<input type="button" value="▼"/>	<input type="button" value="▼"/>	?
<input type="checkbox"/>	Basic Reading Inventory	<input type="button" value="▼"/>	<input type="button" value="▼"/>	?
<input type="checkbox"/>	SuccessMaker - Student Performance progress monitoring details report	<input type="button" value="▼"/>	<input type="button" value="▼"/>	?
<input type="checkbox"/>	Academy of Reading: Student Snapshot Report	<input type="button" value="▼"/>	<input type="button" value="▼"/>	?
<input type="checkbox"/>	PAST	<input type="button" value="▼"/>	<input type="button" value="▼"/>	?
<input type="checkbox"/>	CORE Phonological Segmentation Test	<input type="button" value="▼"/>	<input type="button" value="▼"/>	?
<input type="checkbox"/>	First Sound Fluency (FSF)	<input type="button" value="▼"/>	<input type="button" value="▼"/>	?
<input type="checkbox"/>	i-Ready: Phonological Awareness	<input type="button" value="▼"/>	<input type="button" value="▼"/>	?
<input type="checkbox"/>	Study Island Report	<input type="button" value="▼"/>	<input type="button" value="▼"/>	?
<input type="checkbox"/>	CORE Phoneme Deletion Test	<input type="button" value="▼"/>	<input type="button" value="▼"/>	?

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Progress Monitoring Details for Erica Test

3) Enter in your Progress Monitoring Tool details and click 'Save & Continue'

General Area of Need and Specific Area of Need

General Area of Need Literacy

Specific Area of Need Phonological/Phonemic Awareness

Note: If you ever need to edit these details after they have been saved, click on the Details button beside the Tool.

Add / Remove Progress Monitoring Tools			
Progress Monitoring Tool(s)	Assessment Area	Score Type	Details Delete
CORE Phoneme Segmentation Test	Literacy - Reading	Sounds Per Minute	Details 

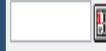
Recommendation: Set your Tier II long term target dates for the end of the semester or end of the year.

Progress Monitoring Details
Progress Monitoring Tool

CORE Phoneme Segmentation Test

Assessment Area

Literacy - Reading

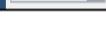
Baseline Date

Baseline Score

Short Term Target Date

Short Term Target Score (Measurable Goal)

Long Term Target Date

Long Term Target Score (Grade Level Benchmark)

What grade level is this student being progressed monitored on?


On the Tier II Planning page, click 'Save & Continue' once all information has been entered.

Create Tier II Plan

Once all the details have been entered, you can create your Tier II Plan. This completes the process of creating the draft and final Tier II Plan document.

- i) Select the appropriate area of need.

Tier II Planning for Erica Test

- [Create Tier II Team](#)
- [Tier II Planning](#)
- [Create Tier II Plan](#)
- [Tier II Progress Monitor](#)
- [Tier II Plan Review](#)

Create Tier II Plan for Erica Test

Select General Area of Need

General Area of Need -- Select General Area --

- 2) Enter in a plan begin date, date the parent will receive a copy of the plan, and a plan review date.

Create Tier II Plan for Erica Test

Select General Area of Need

General Area of Need Literacy

Plan Information

Plan Begin Date

Plan Review Date

Parent will be provided a copy of this new/updated plan on:

Method of parent copy provided:

Mail Electronic
 Student In Person

Make sure the review date is no more than 6-8 weeks from the plan begin date.

- 3) Create a draft and final Tier II Plan by clicking 'Create Draft RtI Tier II Plan' or 'Create Final RtI Tier II Plan'. It is recommended that you always generate a draft prior to creating the final plan. Drafts remain for 30 days. Final plans are not deleted from the student record.

Document Library

No Tier II Plan - Literacy documents have been created for this student.

[Create Draft Tier II Plan - Literacy](#)

[Create Final Tier II Plan - Literacy](#)

- i) Click 'Save & Continue'

Progress Monitoring: (Completed by person progress monitoring before Assessing the Effectiveness of the RtI Tier II Plan)

Once you have finalized your Tier II Plan, and implemented your intervention for at least 6 to 8 weeks, you can log your progress monitoring scores and create graphs of the data.

- 1) Select a General Area of Need from the dropdown.

Tier II Planning for Erica Test

[Create Tier II Team](#)
[Tier II Planning](#)
[Create Tier II Plan](#)
[Tier II Progress Monitor](#)
[Tier II Plan Review](#)

Tier II Progress Monitor for Erica

Select General Area of Need and Specific Area of Need

General Area of Need	-- Select General Area --	
Specific Area of Need	No Specific Area of Need Available	

- 2) Select a Specific Area of Need from the dropdown

Select General Area of Need and Specific Area of Need

General Area of Need	Literacy (939632)	
Specific Area of Need	-- Select Specific Area --	

- 3) Click 'Log' beside the Progress Monitoring Tool

Log Scores

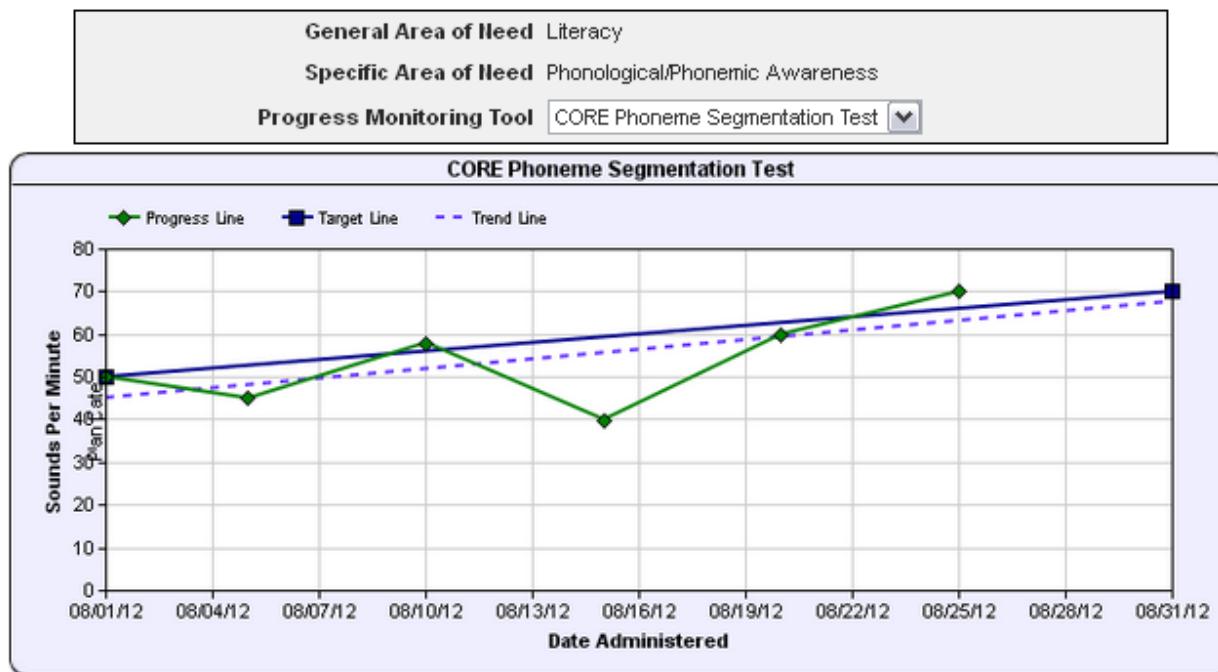
Progress Monitoring Tool	Assessment Area	Log
CORE Phoneme Segmentation Test	Literacy - Reading	

- 4) Enter in your progress monitoring scores with date and a status. Click 'Save & Continue'

Log Scores for Progress Monitoring for Erica Test

Delete	Date Administered	Score	Status
			
			
			
			
			

5) A progress monitoring graph will appear with your logged scores. If you have more than one Progress Monitoring Tool, select each tool from the dropdown to see the individual graphs.



6) To print out the progress monitoring graph and scores, create a Progress Monitoring document by clicking 'Create Draft RtI Tier II Progress Monitoring'
 7) Click 'Save & Continue'

Tier II Plan Review

Once you have collected all your progress monitoring data, the team will review the results and make a decision

1. Select an area of need from the dropdown. Once selected, the page will display all progress monitoring graphs with scores for that area of need.

Tier II Planning for *Erica* Test

[Create Tier II Team](#)

[Tier II Planning](#)

[Create Tier II Plan](#)

[Tier II Progress Monitor](#)

[Tier II Plan Review](#)

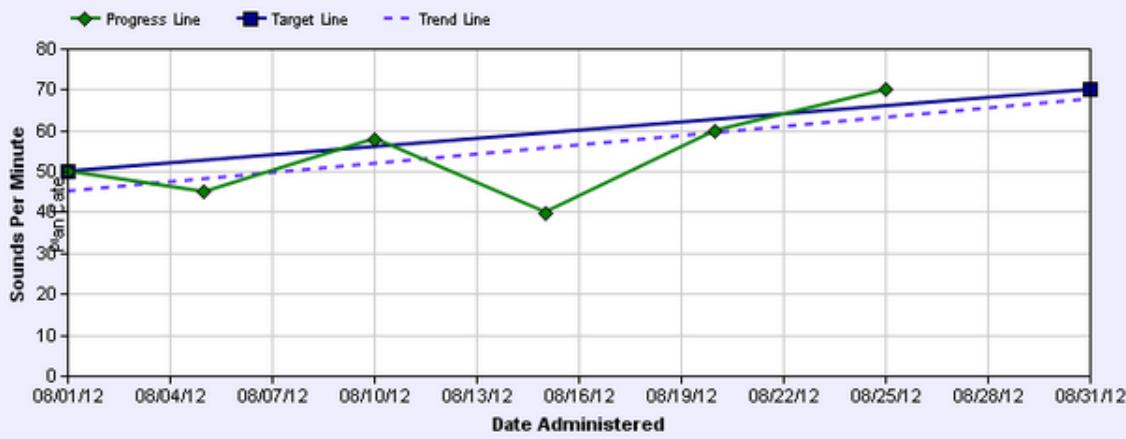
Tier II Plan Review for *Erica* Test

Select General Area of Need and Specific Area of Need

General Area of Need

SpecificAreaOfNeed	Phonological/Phonemic Awareness
Progress Monitoring Tool	CORE Phoneme Segmentation Test

CORE Phoneme Segmentation Test



Progress Monitoring Tool	Date	Score
CORE Phoneme Segmentation Test	08/01/2012	50
CORE Phoneme Segmentation Test	08/05/2012	45
CORE Phoneme Segmentation Test	08/10/2012	58
CORE Phoneme Segmentation Test	08/15/2012	40
CORE Phoneme Segmentation Test	08/20/2012	60
CORE Phoneme Segmentation Test	08/25/2012	70

2. Summarize the results and list any special factors. Based on the data, select a decision from the dropdown.

Summarize the results, including rate of growth, of RtI Tier II Intervention Plan



Decision of Team



Document Library

No RtI Tier II Plan Review - Literacy documents have been created for this student.

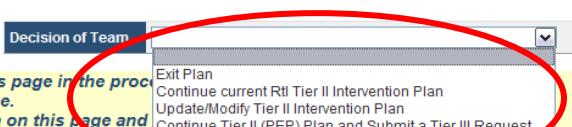
Create Draft RtI Tier II Plan Review - Literacy **Create Final RtI Tier II Plan Review - Literacy**



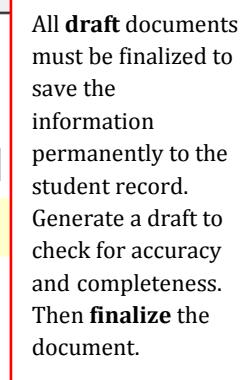
3. Your next fields will depend on the decision the team makes.

Decision of Team

"Back" will take you to the previous page in the process.
"Save" will update data on this page.
"Save & Continue" will update data on this page and



Display Section Errors



a. If the decision is to Exit Plan:

- Select an exit reason and enter the exit date.
- Create a Draft or Final Tier II Plan Review document by clicking 'Create Draft Tier II Plan Review' or 'Create Final Tier II Plan Review'
- Click 'Save & Continue'
- You will be taken back to the Tier II Process.

Decision of Team

Exit Plan

Exit Reason

Date of Decision

05/21/2013



b. If the decision is to continue the current RtI Tier II intervention plan

- i. Enter a date the team will reconvene to review progress
- ii. Create a Draft, or Final Tier II Plan Review document by clicking 'Create Draft Tier II Plan Review' or 'Create Final Tier II Plan Review'
- iii. Click 'Save & Continue'
- iv. You will be taken back to the Tier II Process.

Decision of Team	Continue current RtI Tier II Intervention Plan <input type="button" value="▼"/>
Date the team will reconvene to review progress <input type="button" value="▼"/>	

c. If the decision is to update/modify intervention plan

- i. Create a Draft or Final Tier II Plan Review document by clicking 'Create Draft Tier II Plan Review' or 'Create Final Tier II Plan Review'
- ii. Click 'Save & Continue'
- iii. You will be taken back to the Tier II Process. Team needs to update the plan on the Tier II Planning link and finalize the updated plan.

Decision of Team	Update/Modify Tier II Intervention Plan <input type="button" value="▼"/>
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d. If the decision is to continue interventions and submit a Tier III Request:

- i. Answer the Parent Contact question and enter the rationale for moving to Tier III.
- ii. Create a Draft or Final Tier II Plan Review document by clicking 'Create Draft Tier II Plan Review' or 'Create Final Tier II Plan Review'
- iii. An alert will be sent to the Tier III Facilitator for this school that a Tier III Request has been submitted.
- iv. Click 'Save & Continue'

Decision of Team	Continue Tier II (PEP) Plan and Submit a Tier III Request <input type="button" value="▼"/>
<p>Have you contacted the parent about the student's academic and/or behavior concerns at least twice? *Contact should be documented on the Parent Communication Tab</p> <p>Has a PEP been done in this general area of need for this student?</p> <p>Have you reviewed the PEP?</p> <p>What is the rationale for moving to RtI Tier III?</p> <p>Yes <input type="checkbox"/></p> <p>Yes <input type="checkbox"/></p> <p>Rationale for moving to RtI Tier III <input type="button" value="▼"/> <input checked="" type="checkbox"/> qbc</p>	

This appears automatically. There must be a plan and review to move from Tier II to Tier III.

Documents Tab:


 A screenshot of the WCPSS EASi interface. The top navigation bar includes links for Students, Student Profile, Personal, Private School, Eligibility, DEC 3 Process, LEP Process, RtI Tier II (PEP Process), Section 504 Process, Initial Delay Reason, LTS, New Assessments, Student Assignment, Teacher Notes, Log Out, Main Menu, Parent Communications, Parents/Students, and Documents. The 'Documents' link is circled in red.

The Documents page allows you to create various types of documents and letters. You can select the type of document you would like to create by clicking on the dot next to the document/letter name. A [Draft] document with no system errors must be completed before Final document can be created. All Drafts will print with a “Proposed” watermark on each page except for the Signature page. Drafts are saved in Easi RtI™ for 30 days and Final Documents remain in the system permanently.

All [Draft] and [Final] documents created for the student are listed at the bottom of the screen in the *Documents Created* field. [Draft] documents will have (Draft) in the *Status* column while [Final] documents will (Final) in this column. To view these documents, click on the blue hyperlink.

RtI Document List:

Documents created for Tammy RtI TestZ

Doc ID	Date Generated	Generated By	Document	Status
2588472	06/07/2013	Judy Williams	Tier II Progress Monitoring - Literacy	PDF (Draft)
2588471	06/07/2013	Judy Williams	Tier II Plan - Literacy	PDF Final
2588464	06/06/2013	Judy Williams	Tier II Plan Review - Math	PDF Final
2588461	06/06/2013	Judy Williams	Tier II Progress Monitoring - Math	PDF (Draft)
2588460	06/06/2013	Judy Williams	Tier II Plan - Math	PDF Final
1943884	09/26/2012	Melissa Bunn	Tier III Plan Review - Literacy	PDF Final
1943847	09/26/2012	Melissa Bunn	Tier III Plan	PDF Final
1943774	09/26/2012	Melissa Bunn	Tier III Decision - Literacy	PDF Final
1943760	09/26/2012	Melissa Bunn	Tier III - Classroom Observations	PDF Final
1943692	09/26/2012	Melissa Bunn	Tier III Notification	PDF Final

Saving/Printing Documents

All documents, once finalized, are saved on the student’s permanent record and can be viewed under the Student’s document tab. Documents are saved in PDF format and can be saved to other files, if needed.

Documents can be
printed by:

- Print documents from the student’s document tab.
- Batch print documents by selecting the My Documents Tab when viewing the Main Menu screen.

Documents for students of Judy Williams

This page lists documents you’ve created, or that were created by someone else for students for whom you are the Case Manager, within the past year (including draft documents that have not expired), or a subset of those documents if the search page was used or if coming from the Progress Report Wizard. This page appears immediately after running the Progress Report Wizard, and can always be accessed by using the “My Docs” button in the menu above. To print a document, click on the “Document Type” entry in the list, then use the printer icon that appears in the toolbar that appears directly above the document itself.

Date Created	Created By	Student	Batch	Document	Year / Report Pd	Status
06/07/2013	Judy Williams	Tammy RtI TestZ	<input type="checkbox"/>	Tier II Plan - Literacy	PDF	Final
06/07/2013	Judy Williams	Tammy RtI TestZ	<input type="checkbox"/>	Tier II Progress Monitoring - Literacy	PDF	(Draft)
06/06/2013	Judy Williams	Tammy RtI TestZ	<input type="checkbox"/>	Tier II Plan Review - Math	PDF	Final
06/06/2013	Judy Williams	Tammy RtI TestZ	<input type="checkbox"/>	Tier II Progress Monitoring - Math	PDF	(Draft)
06/06/2013	Judy Williams	Tammy RtI TestZ	<input type="checkbox"/>	Tier II Plan - Math	PDF	Final

Teacher Notes

- Use the Teacher Notes to communicate information about the student's performance. Teacher notes are visible to other users at the building level.



Logging Out of the System:

From the Main Menu:



To log out of EasiRtI:

- 1) Click the "Log Out" tab at the left of the menu bar.
- 2) After you log out, close your browser using one of the following:
 - a) Click on *File* in the upper left hand corner of your screen and then choose *Exit*.
 - b) Mac users - Click the X in the upper left hand corner of your screen.
 - c) PC users – Click the X in the upper right hand corner of your screen.

* You can log out from any part of the system.

* You do not have to go back to the Main Menu.

* You must log out of Easi RtI™ and close your browser if you:

- * Step away from your computer.
- * Finish using the system.
- * Leave for the day.

**** Always Log Out and Exit the Browser:** If you do not Log Out and close your browser, anyone can access information in Easi RtI™ or record information under your log-in name.